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SUPPLEMENTAL MATERIALS FOR ALABAMA SOCIAL STUDIES TEACHERS

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PREFACE

These Supplemental Materials Packets for Social Studies teachers are the culmination of a one-year cooperative effort involving the Administrative Office of Courts, the State Department of Education, the Alabama Education Association, and the Alabama Council for School Administration and Supervision.

The packets are being provided in an effort to furnish specific information to teachers and students about Alabama's laws and its system of justice. These materials and activities are not meant to substitute for the established curriculum in any way, but rather, they are intended to enhance it.

The packets may be taken apart so the suitable activities can be duplicated. In order to provide variety, as many ideas as possible have been included. Therefore, it is hoped that teachers will choose only those activities they feel will be appropriate for their students.

In order to help the project staff determine the usefulness of the program, an evaluation sheet has been provided at the end of each packet. Any comments or suggestions made on the evaluation sheet will be greatly appreciated.

Finally, these packets were designed to attain two goals, to provide assistance to teachers and help create a greater respect among young people for the law and its purposes.

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INTRODUCTION

Rules are important in a child's world. To be responsible adult citizens, children need to understand the reasons for rules and need to be willing to adjust their actions to conform to rules and laws.

An elementary school can have an important role in helping students learn about rules, how to deal successfully with them, and about those in authority.

In the past, any programs which were designed to teach students about rules and responsiblities emphasized the concepts of obedience and punishment while fostering little, if any, understanding about what rules are, who makes them, and why they are important.

These materials offer another approach, complete with activity pages for students as well as background information and lesson ideas for the teacher. The sequence of these activities was planned carefully for each grade level beginning with what rules are; rules at home, school, play, and in the community; the development of the court system; and the Alabama Judicial System.

After completing these activities, children should be better able to understand and to deal with the rules in their lives.

LAW-RELATED RESOURCE PERSONS

Law-related resource people can add many dimensions to a teaching unit. Some you may want to consider are: judge, district attorney, attorney, clerk of the court, sheriff, and policeman.

ITEMS TO CONSIDER

(1) Adhere to school system policies for use of resource persons.

(2) Provide the resource person with the following information:

- (a) Topic to be discussed;
- (b) Class interests;
- (c) Background on students' knowledge of the subject;
- (d) Attention span of students;
- (e) Objectives of the unit and how his topic relates to these.
- (f) Suggest a short presentation with time for questions and answers.

(3) Prepare the class for the resource person's visit:

- (a) Provide study activities on the topic.
- (b) Assist students in selecting appropriate questions.
- (c) In lower elementary grades, it may be more practical to assign questions to individual students.

(4) Words of Caution:

- (a) Resource persons are not teachers, so you may have to intervene occasionally to handle a situation.
- (b) Work with the resource person to assure he understands what you want him to do and how to deal with the class.

(5) Have students write thank-you letters after the visit.

CHECKLIST FOR CLASSROOM VISIT

Here is a checklist that might help make a visit by a law resource person a success. This checklist may be used to facilitate a field trip situation.

A. Informing the law resource person

1. Characteristics of the class or group _____
2. Topics children have been studying that relate to the presentation _____
3. Logistics - time frame, size, and setup of classroom _____
4. Materials and equipment
   a. Duplication of printed materials _____
   b. Reserve slides or filmstrips _____
   c. Reserve audio-visual equipment _____

B. Class Preparation

1. Material to be read and discussed prior to visit _____
2. Prepare questions in advance _____

C. Follow-up Activities

1. Discuss follow-up activities with law resource person _____

FIELD TRIPS

Places to be considered for a field trip include: courthouse, courtroom, clerk's office, sheriff's department, police station, and jail.

ITEMS TO CONSIDER:

(1) Adhere to local school policy for field trips.

(2) Visit the place in advance to make arrangements and to get an idea of what to do with the class during the visit.

(3) A series of short visits may be more appropriate for young students rather than one extended visit.

(4) When making arrangements to visit the court, contact should be made with the judge's secretary. She can usually give you guidance in determining the best time for the trip in terms of cases that are scheduled.

(5) Judges like to know when classes are visiting. Sometimes the judge will pause during the trial to explain certain points to the class or will meet them before or after the trial to talk with them or to respond to their questions.

(6) Thank-you letters from students are always in order.

SECTION I

LAW

LAW

OBJECTIVE

To be able to distinquish between a custom and a law.

PROCEDURE

Give each student a copy of "Custom or Law?." Discuss the differences between customs and laws (see below). Answer the two sample items to make sure the students understand the differences between customs and laws. Allow sufficient time to complete the activity.

When students have completed their choices, tally their responses for each item as shown below:

	Custom	Law
Question 1.	23	6
Question 2.	16	13

Discuss each question to determine reasons for their choices and also to determine item accuracy.
(Items 1,3,6,8,9 are laws; items 2,4,5,7,10 are customs.)

FOR THE TEACHER:

Customs are rules of conduct based on habit or tradition. For example, manners, holiday festivities, and etiquette are all customs.

Laws are rules of conduct set forth and enforced by a governing authority. For example, traffic laws, property laws, and laws about shoplifting are all laws.

CUSTOM OR LAW?

DIRECTIONS: Below are listed some common rules of behavior. Read each one and decide whether it is a custom or a law. Circle the correct response.

Sample A. Custom Law Married men and women wear a ring on the next to last finger of the left hand.

Sample B. Custom Law Stop when the traffic light is red.

Custom Law 1. Drive on the right-hand side of the street.

Custom Law 2. Put your napkin in your lap when you are eating.

Custom Law 3. Do not throw paper along highways or streets.

Custom Law 4. Allow ladies to enter a doorway first.

Custom Law 5. Hang your stockings up on Christmas Eve.

Custom Law 6. Obey the speed limits.

Custom Law 7. When you eat in a restaurant, you should leave a tip for the waiter or waitress who served your meal.

Custom Law 8. Do not take anything from a store without paying for it.

Custom Law 9. Children should attend school regularly.

Custom Law 10. Everyone should stand whenever the "Star-Spangled Banner" is played.

On the lines below, give two examples of a custom and two examples of a law.

_____

_____

_____

_____

LAW

OBJECTIVE

To examine some laws written many years ago for fairness, clarity, and capability of being followed.

PROCEDURE

Give each student a copy of the following page, "Laws of Yesterday." Have each law read aloud. Discuss whether the law is clear, is fair, and can be enforced and/or followed.

Try to imagine the reason the laws were written.

NOTE: Perhaps some of the students have grandparents who remember some unusual laws or customs that are no longer in effect.

There are many other unusual laws in the following book:

> You Can't Eat Peanuts in Church and Other Little-Known Laws, written and illustrated by Barbara Seuling, Doubleday and Company, 1975.

IDEA: Students might enjoy illustrating some of these little-known laws for a bulletin board display or making a booklet for the classroom.

LAWS OF YESTERDAY

It is against the law to drive camels along Nevada's main highways. Setting fire to a mule is prohibited in Maine. You must have a doctor's written permission to take a bath in Boston. Believe it or not, each of these were once written on the law books.

Read each law. Is it fair? Is it clearly written? Can it be enforced? Can it be followed? Why do you think it was written in the first place? (Who knows, at one time, there might have been a shortage of water or soap in Boston!)

1. A man may lawfully discipline his wife by using a stick no larger than the thumb in Alabama.
2. In Riverside, California, a health ordinance says that kissing on the lips is against the law unless both parties first wipe their lips with carbolized rose water.
3. Until a man in Massachusetts had killed either six blackbirds or three cows, he could not get married.
4. Books about outlaws are banned in Alabama.
5. No dog shall be in public without its master on a leash in Belvedere, California. (Who is on the leash???)
6. Los Angeles has a law that makes it illegal to use the U.S. Mails to complain about cockroaches in your hotel room.
7. A girl cannot phone a man for a date in Tennessee.
8. It is illegal to buy a sack of peanuts after sunset in Alabama.
9. It is illegal for bees to fly over Kirkland, Illinois.
10. Men are required to wear tops to their swim suits in Prichard, Alabama.

SECTION II

LAW AND RESPONSIBILITY

LAW AND RESPONSIBILITY

OBJECTIVE

To help students make individual self-evaluation charts to use with their home responsibilities.

PROCEDURE

Give each student a copy of the following page, "My Home Responsibilities." Discuss kinds of responsibilities that children often have in their homes.

Draw a sample chart on the board. Show the students how to list their home responsibilities in the spaces provided (up to seven responsibilities). Discuss what procedure they will need to use to mark each day.

Let them take the charts home for a week. Discuss how well each person lived up to their responsibilities..

It will be interesting to note the variety of responsibilities that students this age have at home.

IDEA: Divide the students into groups of six. Have them tally the responsibilities listed on the charts for that group. Then all the groups can compare and a complete tally can be made on the chalkboard. For example:

Washing dishes	5
Feeding dog	3
Taking out garbage	4
Making up bed	6
Setting table	4
Hanging up clothes	6

MY HOME RESPONSIBILITIES

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.

LAW AND RESPONSIBILITY*

OBJECTIVE

To be able to see ways he/she acts in a responsible manner in following rules and to be able to see ways to modify his/her behavior to become a more responsible person.

PROCEDURE

Give each student a copy of "I Am Responsible." Explain what each choice means:

Usually means almost always.

Sometimes means about half the time.

Rarely means almost never.

Provide time for the students to answer each item. (The teacher can read each item aloud, allowing time for students to respond, or the students can do the page independently.)

It is important not to embarrass anyone by asking them to respond to an item that they do not want to. Ask students to circle the numbers of three items they feel describe areas in which they need to improve most.

IDEA: Collect these papers. At a later date, repeat the questionnaire. Let the students compare responses to see how much more responsible they have become.

*This suggested activity appears in the Supplemental Materials Packet for Grade 4 also.

I AM RESPONSIBLE

Here are some sentences about responsibility. How often do you do each of these things? Mark an X in the right box for you.

SAMPLE:

	Usually	Sometimes	Rarely
I come to school on time.			

I AM RESPONSIBLE	Usually	Sometimes	Rarely
1. I take turns.			
2. I follow the rules when I play games.			
3. I get to places on time.			
4. I share with others.			
5. I keep promises.			
6. I keep secrets.			
7. I remember to give notes and messages to others.			
8. I do my own work.			
9. I take care of my room.			
10. I try to solve problems without fighting.			
11. I listen when others are talking.			
12. I try to do my own work before asking my teacher.			
13. I tell the truth.			
14. I ask before I use something that isn't mine.			
15. I follow safety rules.			

LAW AND RESPONSIBILITY

OBJECTIVE

To be able to distinquish between behavior that is more responsible and less responsible, and to be able to know why.

PROCEDURE

Give each student a copy of the sheet, "Who Is More Responsible?". Let them read each story and decide who is more responsible. Discuss why they feel that way.

WHO IS MORE RESPONSIBLE?

James and Mike are brothers. One of them shows more responsibility than the other. Can you tell who is more responsible? Here are some clues:

(a) Mike and James were playing with their toys. Their dad called them to supper. Mike immediately left. James picked up the toys and then went to eat.

(b) Mike and James were eating supper. Mike saw one of his friends outside and when he finished eating, Mike ran outside to join him. James waited until the rest of his family had finished eating. He asked to be excused and then took his dishes and silverware to the kitchen.

(c) While they were outside playing, the boys noticed that their neighbor's ball had rolled into their yard. One of the brothers pretended that he didn't see the ball. Who do you think this was?_____. The other brother picked up the ball, and gave it back to his neighbor. Who do you think this was?_____.

Mary and Susan are in the same room at school. One of them shows more responsibility than the other. Can you tell who it is? Here are some clues:

(a) Mary and Susan are playing on the playground. They see several pieces of paper on the ground. Mary runs over them. Susan picks them up and puts them in the litter barrel.

(b) Mary and Susan decided to play on the other side of the playground. Mary ran right through the game of kickball. Susan walked around the game.

(c) While they were on the playground, they saw a first grader fall off the slide. He began to cry. One of the girls went over to help the boy. This was_____. The other girl did not try to help. This was_____.

LAW AND RESPONSIBILITY

OBJECTIVE

To understand that laws help us understand our responsibilities and that laws can make sure we carry out our responsibilities.

PROCEDURE

Give each student a copy of the following page, "Law and Responsibility." Read the introductory material and the directions together.

Tally responses.

Discuss why we have laws for each of these situations. Are they needed? Are there any laws you did not know about? Are you responsible for following a law even if you do not know about it? Do laws tell us what all our responsibilities are?

ANSWER KEY:

1. Probably yes. Some communities have leash laws and some do not. However, you may still be held responsible for damages caused by your pet.

2. Yes. The law says you have a responsibility to obey any reasonable rules established by a store owner or business. Some rules concern fire and safety; others concern health and sanitation.

3. Yes. Even though your friend did not intend to hurt you, according to Alabama law, he or his parents are responsible for paying your medical bills.

4. Yes. Almost every town has some kind of ordinance against disturbing the peace or creating a disturbance.

5. Yes. The Constitution gives us the right to free speech. However, the law also makes us responsible for what we say. It is against the law to say untrue things about someone on purpose. Your father can take the man to court.

6. No. Since the newspaper made a mistake in printing the price, the store does not have to sell it to you for $19.95.

LAW AND RESPONSIBILITY

Everyone has responsibilities. Laws can help us understand our responsibilities and can also make sure we carry out our responsibilities. Below are some stories about responsibilities. If you feel it is a legal responsibility, circle YES. If you think it is not a legal responsibility, circle NO.

YES NO 1. Your dog keeps knocking over your neighbor's garbage cans. Some of your neighbors complain. Do you have a responsibility to keep your dog on a leash or confined behind a fence?

YES NO 2. You think that there are too many rules at the skating rink. You don't want to follow them anymore. Do you have a responsibility to follow the skating rink rules?

YES NO 3. You and a friend are picking apples from your tree using a ladder. Just for fun, your friend pulls the ladder out from under you, causing you to fall. You are taken to the doctor, and your medical bills are $450. Does your friend have a responsibility to pay your medical bills?

YES NO 4. Your next-door neighbor throws a wild party that gets very loud and lasts a long time. Does your neighbor have a responsibility to keep the noise down?

YES NO 5. Another man gets mad at your father. He calls up your father's boss and tells him some things about your father that are not true. Because they were such bad things, your father is fired. Does the man who said these things have any responsibility to your father for the damage he has caused?

YES NO 6. In Wednesday's edition of your newspaper there is an advertisement for a black and white portable television for $19.95. You have saved your money and run to the store to buy it. But when you get there, the clerk tells you that the newspaper made a mistake and that the price should read $119.95. Does the store have a responsibility to sell the television to you for $19.95?

SECTION III

THE NEED FOR LAWS

THE NEED FOR LAWS

OBJECTIVE

To become familiar with the Mayflower Compact and to understand the purpose for laws to govern members of a community.

PROCEDURE

Give each student a copy of one of the pages titled "The Mayflower Compact." (The first page contains the Compact as it was written in 1620. The second page is a paraphrase using today's words.)

Read the introductory material aloud or have a student read it. Discuss the following questions:

1. Why did the Pilgrims leave England?
2. Why did they sign the Mayflower Compact before leaving the ship?
3. What do you think the Pilgrims meant by "just and equal laws for the general good"?
4. What did you think some of these laws would be?
5. What is meant when they say this agreement was a government established by the people?
6. Who do you think would enforce these laws?
7. Why do you think it is important that the Pilgrims agreed to obey the laws that most of them thought were fair?

IDEA: Have several students research life among the Pilgrims and how laws helped or hindered them.

IDEA: Students may act out the signing of the Mayflower Compact. They would need to research the topic more fully. Remind them to include details showing majority rule voting, living conditions back in England that they didn't want in the new land, the signing of the agreement before leaving the ship, and what happened one year later.

THE MAYFLOWER COMPACT

On November 21, 1620, a small ship, the Mayflower, anchored off the coast of North America near what is now Provincetown, Mass. On board the ship, crew and passengers assembled for a meeting. Before anybody went ashore, the Pilgrim leaders persuaded nearly all those present to sign an agreement since known as the Mayflower Compact.

The Mayflower Compact was the first plan for self-determining government ever put in force in America. Those who signed it agreed to set up a government that would make "just and equal laws," and they promised to obey such laws whenever the leaders decided upon them.

Following is the text of the Compact:

THE MAYFLOWER COMPACT

In ye name of God, Amen. We whose names are underwritten, the loyall subjects of our dread (venerable) soveraigne Lord King James, by ye Grace of God, of Great Britain, Franc and Ireland King, Defender of ye Faith, etc. Haveing undertaken for ye Glorie of God, and advancemente of ye Christian Faith and Honour of our King and countrie, a Voyage to plant ye first Colonie in ye Northerne parts of Virginia, Doe by these presents solemnly and mutualy in ye Presence of God, and one of another, covenant and combine ourselves togeather into a Civill body Politick; for our better ordering and preservation and furtherance of ye ends aforesaid; and by Vertue hereof to enacte, constitute, and frame such just and equall Lawes, ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meete and convenient for ye Generall Good of ye Colonie, unto which we promise all due submission and obedience.

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The Mayflower Compact was the first plan for self-determining government ever put in force in America. Those who signed it agreed to set up a government that would make "just and equal laws," and they promised to obey such laws whenever the leaders decided upon them.

This is what the Compact said in today's words:

THE MAYFLOWER COMPACT

We, whose names are signed, being the subjects of King James of Great Britain, France and Ireland, have undertaken a voyage to establish the first colony in the northern part of Virginia. We solemnly promise to be bound together for the common good of everyone here. We will have just and equal laws. When, from time to time, it becomes necessary, we will make new laws, and we promise to obey them.

THE NEED FOR LAWS

OBJECTIVE

To understand why members of a community need laws to govern them; and to understand what makes a good law.

PROCEDURE

Give each student a copy of "My Compact," found on the following page. Read the introductory material together and discuss what makes a good law, why a group of people needs laws, and what might be the consequences of a group of people attempting to live together without law.

Allow sufficient time for the students to write their own agreement or compact. Some students may want to read their compacts aloud; let them tell something about where their new community is located, also.

After discussing the students' compacts, let them circle the words at the bottom of the page that tell about their agreement. Have them put a star (*) beside each characteristic that describes a good law. (i.e., a good law is not useless, nor does it have to use big words. But it should be helpful and just.)

MY COMPACT

Pretend that you and the members of your class are not happy with things in this country. So you decide to move to a different place in the world. You search for many days. Finally, you find a remote place where nobody else lives. Everyone agrees that they want to live here to begin a new way of life.

Before you land, someone suggests that you will need guidelines, or rules, for living in this new place. This is the agreement that is written.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Circle the words that tell about your agreement:

GOOD	NECESSARY	IMPORTANT	UNIMPORTANT
BOSSY	STUPID	STRONG	WEAK
WISE	THOUGHTFUL	MEANINGFUL	POPULAR
USELESS	USEFUL	BAD	HELPFUL
FAIR	JUST	EASY TO ENFORCE	USES BIG WORDS

THE NEED FOR LAWS

OBJECTIVE

To understand the reasons for law found in the Preamble to the Constitution of the United States.

PROCEDURE

Give each student a copy of the following page, "The Preamble to the Constitution." Read the introductory material together and discuss anything that is not understood.

Read the Preamble aloud to the class, making a special effort to make the statements flow and to enhance understanding. Clarify any words that may be unclear.

Look at each phrase separately. What does it mean? For example:

"We the People of the United States..."

"in order to form a more perfect Union..."

"establish Justice..."

"insure domestic Tranquility"

"provide for the common defense..."

"promote the general Welfare..."

"and secure the Blessings of Liberty to ourselves and our Posterity..."

"do ordain and establish this CONSTITUTION for the United States of America."

What were some of the reasons given in the Preamble for having laws?

IDEA: Have the students rewrite the Preamble in their own words.

IDEA: Have the students compare the Preamble with the Mayflower Compact.

THE PREAMBLE TO THE CONSTITUTION

A constitution is a set of rules for operating an organization of any kind. When a club is organized, the members agree to accept a number of rules for carrying on the organization. These rules make up the constitution. All other laws of the club must be in harmony with it.

Most countries have constitutions which are the supreme law of the land. A constitution usually provides for the form of government and limits the powers of those who govern.

In 1787, fifty-five representatives from the twelve states of the United States met in Philadelphia. They wanted to write some rules by which the states could work together as a strong nation. This Constitutional Convention worked for four months, discussing ideas and planning together. Finally, it had a whole new set of rules by which the new nation could be governed. We call this set of rules the Constitution of the United States.

The people of the states were given an opportunity to vote for or against the Constitution. After the Constitution was approved, ten amendments were added to it. These amendments, or additions, are called the Bill of Rights. The Bill of Rights is a most important part of the Constitution. It says that the government can never take away the rights and freedoms of the people.

The Constitution has an introduction, or Preamble, which is printed below. See if you can find some reasons for laws in the Preamble to the Constitution of the United States.

We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this CONSITUTION for the United States of America.

SECTION IV

FREEDOM AND JUSTICE

FREEDOM AND JUSTICE

OBJECTIVE

To be able to understand the meaning of the words freedom and justice and to be able to understand the role laws play in establishing freedom and justice.

PROCEDURE

Give each student a copy of the five Aesop's Fables printed on the following pages or read them aloud to the class.

Discuss each fable in the following manner.

The Wolf and the Dog:

1. The wolf felt that he would not be free if he went there to live with the dog. Why?

2. The dog, although he couldn't do everything he wanted to do when he wanted to do it, was healthy, well-fed, and had a warm place to sleep. He felt that he was more free than the wolf. Why?

3. Who made the better choice?

4. Do you agree with the wolf's definition of freedom? Are you free only if you are able to do everything you want whenever you want to do it?

5. What does the collar symbolize? In what ways could we be said to wear a collar like the dog? Are laws the collar we wear? Explain.

6. Do you agree or disagree with the statement that it is necessary to give up some of your freedom in order to live in harmony with others? Why?

7. How do laws help to protect us and preserve our freedom? Can laws also destroy our freedom? Explain.

The Wolf and the Dog

A wolf that was almost skin and bone -- because the dogs of the neighborhood guarded the sheep so well -- met a dog one night. The dog was as strong as he was fat. The wolf told the dog how good looking he was. The dog said, "It would be easy for you to get as fat as I am if you liked." "What would I have to do?" said the wolf. The dog said, "Almost nothing." They walked off together, but as they went along, the wolf noticed a bare spot on the dog's neck. "What is that mark?" said the wolf. "Oh, it is nothing," said the dog. "The collar that I wear when I am tied up makes it." "Tied up!" cried the wolf, "tied up?" "Then you can't always run where you please?" "Well, not always," said the dog. "But what does that matter?" "It matters a lot to me," said the wolf, and turning away he ran back into the forest.

Moral: Better to starve and be free than to be fat and a slave.

The Clown and the Farmer

One day a festival was held, and there was a clown there who made everyone laugh by squeaking like a pig. It sounded so real that they asked him to do it again and again. One man, though, did not think the clown did it that well, so he told the clown he would come back tomorrow and imitate the pig better than the clown had. Everyone agreed, and the next day, the two men took their places on the stage. The clown went first, and the crowd roared with laughter. Then came the farmer, who had hidden a real pig under his coat. He pinched the pig's ear and made it squeak loudly. "Not half as good!" cried the crowd, and some people began to boo.

"Fine judges you are!" cried the farmer, running to the front of the stage and pulling the pig from under his coat to show to the crowd.

Moral: A mob cannot tell the truth from falsehood.

The Dishonest Dog

A businessman had a dog in which he placed great trust. He fed the dog from his own table and gave him everything he needed. This kindness was wasted, though, for no sooner did the man turn his back than the dog tore open his safe and took the man's money, which was intended for his children. Luckily, the man returned in time to catch the dog in the middle of the robbery. He told the dog he would punish him.

"Sir," said the dog, "remember I am one of your family. I have always had a good reputation until now. Don't punish me for this first time; give me another chance. Instead, why don't you punish the wolves that steal from people every day?"

"No," said the Master. "I would rather not punish a thousand wolves that steal because they are starving or because they have been poorly trained. But I shall punish you who are dishonest and ungrateful!"

So the dog was tied up and carried out of the house and condemned to be drowned.

Moral: In the country of traitors, a thief would be chosen king because of his honesty.

The Farmer and the Stork

A farmer placed nets over his newly planted fields and caught some birds that had come to steal his seed. With them was a stork. The stork fractured his leg when he was caught, and so he begged the farmer to spare his life. "Please, spare me sir," the stork said, "and let me go free this time. You should feel sorry for me because my leg is broken. Besides, I am a stork; I am much better than the other birds. I don't even look like them; I am much more handsome." The farmer laughed and said, "That may be true, but I know this: I caught you when you were with a bunch of robbers, and so you must die with them too."

Moral: Birds of a feather flock together.

The Boy Who Cried Wolf

A sheperd boy, who watched a flock of sheep near a village, alarmed the people three or four times when he screamed, "Wolf! Wolf!" Everyone ran to help him, but there was no wolf in sight, and he laughed at them for being so stupid. However, one day the wolf really did come. The sheperd boy, who was now really scared, screamed at the top of his lungs, "Please, come and help me. The wolf is killing the sheep." But no one paid attention to him this time or bothered to come and help him. Now the wolf had no one to fear and so he killed all the sheep.

Moral: No one believes a liar, even when he tells the truth.

FREEDOM AND JUSTICE

OBJECTIVE

To be able to understand that laws can help us do something and that laws can restrict us from doing something.

PROCEDURE

Give each student a copy of the following page. Read the introductory material together. Discuss freedom and license. Liberty is not a license. In our society, we surrender the right to do whatever we wish, whenever we wish in order to enjoy freedom under law.

Read the directions and do the example together. Handicapped parking spaces help by allowing handicapped persons to park closer to buildings and stores. They restrict by preventing others from parking there.

When the students understand the concepts involved, allow sufficient time for them to complete the activity.

Discuss their responses. A continuation of this activity would be to make a chart on the chalk board with two categories: Laws that Help Us Do Something; and Laws that Restrict Us From Doing Something. Have the students call out laws and try to place them in one category. It will soon become apparent that most laws help us and restrict us.

It is also interesting to categorize classroom rules. React to such classroom rules as: raising your hand to speak; use quiet voices; and no eating food in the classroom.

LAWS CAN HELP AND RESTRICT

In our society we surrender the right to do whatever we wish, whenever we wish, in order to enjoy freedom under the law. Freedom is not license. Many laws help us do something--such as laws that regulate the time zones and laws that determine the quality of our food. Other laws restrict us, or keep us from doing something--such as no smoking laws and speed limit laws.

Directions: Below are listed some common laws. On the lines following each law, write one way that the law helps us do something and write one way that the law keeps (restricts) us from doing something.

Example: HANDICAPPED PARKING SPACES

_____

_____

1. CHILDREN SHOULD ATTEND SCHOOL REGULARLY.

_____

_____

2. STOP WHEN SCHOOL BUSES LOAD OR UNLOAD.

_____

_____

3. DOGS MUST BE VACCINATED AGAINST RABIES.

_____

_____

4. A PERSON MUST BE 16 YEARS OLD TO DRIVE A CAR.

_____

_____

5. DO NOT THROW TRASH ON STREETS OR HIGHWAYS.

_____

_____

SECTION V

LAWS AFFECT EVERYONE

LAWS AFFECT EVERYONE

OBJECTIVE

To understand that laws affect everyone: young, old, rich, poor.

To begin to acquire some basic understandings about the process of justice in the United States.

PROCEDURE

Choose as many of the following situations as you wish. Read each one aloud to the class and discuss. At the end of the facts of each case there are some discussion questions. Next, there is a paragraph telling what actually did happen in the case, with three or four more ideas for discussion.

The following cases from the Officer Friendly Series, published by the Sears Roebuck Foundation, have been reprinted here with permission.

Petty Larceny

Paul was 9 years old and no one really paid much attention to where he went or what he did. It wasn't that his parents didn't love him, but Daddy worked long hours and there were three little ones at home that seemed to take up most of Mother's time. He was the oldest, and could do more for himself. Sometimes Paul wished that he were very young again, so that his mother would pay more attention to him. She always seemed too tired or busy when he asked for something.

It was a hot day and Paul felt reckless as he walked home from school. It hadn't been such a good day, and on top of everything else, he hadn't done well on his spelling test. While strolling by the corner grocery store, he had an idea. The soft drink cooler was right there in the front of the store. If he had a carton or two of those drinks, he could sell them and bring the bottles back for deposit money, too. This would make lots of money. Paul walked slowly over to the door. There was only one man in the store, and he was going to the supply room in the back.

Paul was just putting the last bottle into a carton when the store manager returned, and shouted "Stop!" This startled Paul so much that he knocked over the cartons, which in turn broke many other jars of food on a shelf, next to the cooler.

The store owner called the police. The officer who answered the call talked with Paul. In his investigation, he found that Paul was very sorry he had tried to steal, and knew he had done wrong.

Discussion

1. What was Paul's problem? (Or, what do you think made Paul act in the way he did?)

2. How did Paul feel?

3. What are some possible reasons Paul felt as he did?

4. Were there ever times when you kept something to yourself and then discovered that it would have been better if you had shared the problem with your parents or someone else who would help?

5. Can you remember something that happened when you were younger that can help you understand how Paul felt?

6. How do you think Paul should be punished?

Final Disposition

The officer had a long talk with Paul's mother. Then he had a conference with Paul and his mother. The officer and his mother agreed, that, in the future, she must always know where her son was going and what he was going to do. They also agreed that it was not good to allow children to wander around by themselves. Paul's attitude was good. He knew that he had done wrong and he was very sorry. The officer said that he would not take Paul into custody, and the storekeeper suggested that he could work in the store to pay for the damage.

1. What do you think of this settlement? Was it fair?

2. Should this case go before a judge?

3. How do you think the outcome will affect Paul?

4. If you were the officer what action would you have taken?

A Runaway

Larry, a teen-age boy in Tampa, became "fed-up" with his home situation. He felt that his parents were unfair to him and imposing too many rules and regulations. Why should he have to be at home at ten o'clock on week-ends? Why couldn't he go out when he wished on school nights? Why must he have a certain time after dinner to do any homework? All this was just foolish. And now, he was restricted to the house, right after school every day, for two weeks, just because he skipped school one day and went swimming at the rockpit. He decided that he'd show them! He'd make them sorry they were so mean and unjust to him. He'd run away!

The more he thought about this, the better it sounded. Larry knew his mother and father loved him. He knew that this was one way he could hurt them. He didn't really mean to stay away forever, in fact, he didn't even think that far ahead. This just seemed a good way to get back at them to show them that they couldn't tell him what to do!

Just before dinner one evening, while his mother was preparing dinner, Larry sneaked into his parents' room. He took thirty dollars, the grocery money, from his mother's purse, and all the money from his father's wallet. This would be enough for a plane trip somewhere! Next, he returned to his own room and began getting his clothes ready.

That night, after his parents had gone to bed, he put his clothes in a suitcase, and quietly sneaked out of the house. He walked several blocks away to catch a bus to the airport. Once there, he was so excited by the bright lights and whirl of activity in the terminal buildings, things just seemed to happen by themselves. Travel posters seemed to whirl before his eyes and without his even willing them to move, his feet took him to a ticket window ... "Miami", Larry heard himself saying ... "One way to Miami."

With the ticket in his hand, he suddenly felt very important. He had done it! No one had seemed to think he was too young to be out so late. He had a while to wait, but by morning he would be airborne. He was on his way.

The next morning at seven when his mother went to call him for breakfast, she found that his bed had not been used. She ran quickly for her husband. They were bewildered and confused. Larry never made his own bed! They called friends and as the minutes passed they became frantic. Both parents checked their wallets and found money missing. The police -- surely the police could help them! The little while it took for the patrol car to arrive seemed like hours.

The police wrote up a description of the young man and immediately contacted train, bus, and air terminals to see if anyone fitting the description had purchased a ticket. Fortunately the shifts had not changed and the ticket agent at the airport remembered the incident. It was unusual for a young boy to be traveling alone at that time of night and the agent remembered wondering about it at the time. The agent was able to identify the picture and give a description of what he was wearing. A call was immediately made to Miami and an officer was waiting at the gate at Miami International Airport. As Larry got off the plane, he was met by a Dade County officer and taken to the Public Safety Department.

Discussion

1. What are some of the types of trouble and problems that runaways have?

2. What do you think Larry would have done if the officers had not been at the airport to meet him?

3. How do you suppose Larry felt as the officers met him?

4. In your opinion, what did Larry do that was wrong?

5. What do you think made Larry act as he did?

6. If you were Larry's parents, what do you think should happen to him?

7. Are there instances when parents must stand firm and make children obey? Can you name some of these instances?

8. When Larry decided to run away, which people was he evidently thinking about?

Actual Disposition

At the Public Safety Department, he was questioned and his parents were called. They arrived in Miami later that day and he was released into their custody. By this time, Larry had realized that he was in a strange city, with no one to turn to, and running away didn't look so good after all.

1. Why did the officers make this particular decision?

2. How do you think Larry felt about the decision?

3. Do you think this was the best possible decision? Why?

Truancy

One morning, during school hours, an officer was on patrol in his car. He drove through the community carefully, checking all tne spots that he knew needed his personal attention. He made sure that he checked the bakery today, because it was closed and the owner was a bit forgetful. Many times he left the shop without locking the door. No, it was locked today, so the officer went on his way. He parked by the shopping center for about five minutes to finish writing a report on an auto accident that he had investigated that morning. While he was busy with this report, he was listening to the radio. Many coded messages came through the loud speaker and he must be ready to move at any moment. Since none of the calls, at this time, were directed to him, he continued to work on his report. He was just about through with this task, when he suddenly became aware of some suspicious movement in the parking lot of the nearby shopping center. He spotted two young boys acting in a strange manner. Almost unconsciously, he glanced at his watch. He noted immediately that they were school-age children and unless they had a good reason, they were truant from school. When he questioned these two young men, the officer found them to be ten and eleven years of age, respectively, and, in fact, they were truant from school. Upon being apprehended, the boys began blaming each other. As they argued with one another, the fact came out that their intentions had been to come to the shopping center to take some model airplanes.

Discussion

1. If you were the officer, what would you do now?

2. What do you think might have happened if the officer hadn't seen the boys and stopped them?

3. Do you suppose the boys thought of the possible consequences of their actions? What could some of the consequences be?

4. Were their plans wrong? Why?

Actual Disposition

Upon a routine check it was found that the boys had no previous records. They were returned to school and turned over to the school authorities. As a matter of routine, the parents of these boys were also contacted and were surprised to hear of this truancy. They would see that the boys were punished. Being satisfied with the remorse of the boys, the action taken by the

parents, and the interest of the boys' teachers, the officer was able to close the case. On checking the records of these students two years later, it was found that they had no further trouble with the police or school officials.

1. Why do you think the officer let the boys go?

2. What interest could the teachers have shown?

3. Were the boys helped in any way by this experience? How?

4. How do you suppose the Police helped the boys work out their problems?

Arrest Record

This is a true story. It may seem unjust to you as it did to me at first, but now I feel no bitterness. I have come to realize that there could have been no other decision.

When I was growing up, I had a good home. My dad worked hard and although we didn't have a lot of money, we were always able to pay our bills. As I grew older though, there never seemed to be quite enough money to get all the things I wanted. The girls at my high school always seemed to have more clothes and more spending money than I. My grades were better than theirs, but that didn't seem to be too important at the time. I'd walk through the stores in the shopping center just looking at all the new and pretty things. The more I looked, the more I felt that the world just wasn't fair. Why couldn't I have the things I wanted so badly? As I look back now, I don't remember even considering getting some sort of job to earn what I wanted. Pretty soon all I could think about where the things I didn't have. Not one time did I consider what I had to be thankful for -- a secure home, a mother and father who loved me and who were respected in the community.

One day, coming home from school, I stopped by the shopping center. It drew me like a magnet. For the first time the thought came to me -- that store has so much, they wouldn't miss one coat -- and no one is watching. How easy it would be just to slip it under my own raincoat. I was frightened after I had hidden the coat but I had gone this far undetected, so I began to walk toward the door and out. My knees were shaking, in fact I was trembling all over, but I couldn't turn back now.

I had no sooner reached the corner, when I heard a voice behind me say, "Would you come with me, please?" I looked around, and an attractive woman was standing there, but all I really saw was the badge she was holding in her hand.

My first impulse was to run, and run I did, but the policewoman had had more experience apprehending shoplifters than I had had being one. I was escorted to the security office in the shopping center. They talked to me and told me about how much merchandise was stolen each year. I was taken to the Public Safety Department and booked. My picture and fingerprints were taken, then I was allowed to call my parents. It was hard for me to look at them. I was released into the custody of my parents and they took me home after they posted a $250.00 bond. I would have to appear before a judge at a later date.

Here I am now, telling you this story, five years later. I finished high school, and worked part time to pay for my college education. I submitted an application for a job to the police department and had an interview. Among other information was the record of my arrest for shoplifting five years before, when I was eighteen years old. I can't say that I had forgotten this incident, but felt that it was far behind me. After all, hadn't I proved myself?

Discussion

Let's review the facts. Here is a young woman with a record of arrest when she was 18, and with no subsequent arrests or violations. She is asking for a job as a policewoman.

1. Do you think this woman should be hired? Why or why not?

2. How do you think she feels about her arrest record?

3. Do you think this record would affect the job she would do as an officer?

4. If she were not hired, what advice do you think she would give to you?

5. Have you ever had feelings that would help you understand what made this young girl act as she did?

Final Disposition

The final decision was that the girl was not able to become a policewoman. The policy of the Public Safety Department states that NO ONE with a record of arrest after the age of 17 can become an officer. The five years, hard work, and regret that she felt could not outweigh the arrest record. The young woman herself was surprised. Even though she had not been in trouble since, she could not gain the employment she wished.

Vandalism

At last school was out! My friend and I were so glad to see summer come. We both had just turned 12 years old and planned to play together each day of vacation. On the very first day we met early and went out to look for something to do. My friend brought along his B-B gun, just in case we found somewhere to target-practice. After a stop for some gum and candy, we headed for the park. We'd heard there would be some boys there playing softball and we wanted to watch. At the park, the game had already started, so we stayed there for awhile. Just watching them play got a little boring, so we decided to look for a place to try out the B-B gun. My friend remembered the vacant lot next to Mrs. Ellis' house. If she wasn't home, we could shoot at tin cans there. Off we went. We sneaked into the lot from behind her house. I found some old cans and set them on the wall at the end of the lot, then moved quickly out of range. My friend raised the B-B gun and shot one can, two cans, off the wall. Soon we heard her shouting, "You two boys get out of my lot or I'll call the police!"

What a grouch she was! We weren't hurting anything. She could have let us stay there. We weren't even shooting toward her house. I picked up a rock and tossed it against her old house. My friend had an even better way of getting even. He lifted the gun. Crash! A window shattered. A second shot, a second window. That would show her! Then we raced away, stopping only to catch our breath and grin at each other. At last we slowed down to walk and continued on our way.

Meanwhile, Mrs. Ellis called the police and reported what we had done. Soon an officer arrived and got a written report and description of us from her. He wasted no time and began patroling the neighborhood. It was not long before he spotted us. My friend was still carrying the gun. We started to run, but froze when he ordered us to stop. He began questioning us.

Discussion

1. What do you think the officer asked the boys?

2. If you were the boys, what would you tell the officer? Why?

3. In your opinion, what did the boys do that was wrong? Why was it wrong?

4. If you were the boys, how would you feel about Mrs. Ellis?

6. How would you feel about the windows?

7. If you were Mrs. Ellis, how would you feel? What would you want to happen?

8. Do you think Mrs. Ellis was right or wrong? Why?

9. Has something happened to help you understand how Mrs. Ellis might have felt?

10. Which boy do you think was most at fault? What would you do to him? What would you do to the other boy?

Final Disposition

The two boys were taken into custody and sent to Youth Hall to await the court hearing. The boy who had actually done the shooting was sent to the State School of Correction because this was his eighth offense. The other boy was warned by the judge not to repeat his crime, and released to his parents. His parents punished him and he was made to work to pay for part of the damage the two of them had caused.

1. Why did the judge make this decision?

2. Do you think this disposition was a fair one?

3. What might be some of the lasting effects (on each boy) of this solution to the problem?

Stolen Bicycle

Three boys were walking aimlessly along, doing nothing more than waiting for time to pass. They had looked forward to summer for so long. Now that it was here, there was nothing to do. These friends had been together every day for weeks and, although none would admit it, they were getting pretty tired of one another.

They were walking toward a little cluster of stores. This was where almost everyone in the community shopped and where they had wasted many pleasant hours -- too many hours, in fact. They had been asked not to wander about in the stores unless they really wanted to make a purchase.

As they drifted past the parking lot, one nudged the other -- "hey, look at the bicycles! Let's take a ride!" They circled the lot a few times and approached the bike rack. The owners of two of the bicycles walked out just in time to see their bikes being ridden away. They thought they recognized one of the boys who had taken the bicycles, and ran home to tell their parents. The parents called the police and gave them the descriptions and serial numbers of the stolen bicycles. The patrol car for this section received the information by radio and proceeded to scout the area. The bicycles weren't found and the officer made a police report.

The next day, one of the boys recognized his bicycle as being one that someone was riding down the street. He ran into his house and called the police. Again an officer searched the area and this time spotted the bicycle in question. He stopped the rider of the bike, and took him into custody. At the police station, this boy revealed the identity of the other boys involved. The other boys were brought into the station and questioned.

Discussion

1. What did the boys do that was wrong? Why?
2. When the boys decided to take the bicycles, which people were they evidently thinking about?
3. Do you suppose they knew their actions were wrong?
4. What do you think made the boys take the bicycles?
5. What could have prevented this from happening?
6. What were the feelings of the boys whose bicycles were taken?

7. How were the bikes found and identified so easily?

8. What do you think should happen to the boys?

Actual Disposition

The boys' parents were called to the police station. After they had been given a date for a hearing in juvenile court, the three boys were released into the custody of their parents. The judge found that these boys had no previous arrest records and placed them on probation. They must now report to the probation officer once a month. The next time they act in a similar manner, they will be sent to Youth Hall to stay from four to six months.

1. Why did the judge make this particular decision?

2. Why did the boys have to have monthly meetings with the probation officer?

3. Do you think this will help them in any way in the future? Why?

4. What situation brought about this case? Why?

5. How can similar cases be avoided?

Breaking and Entering

David and Jim were friends. They went to the same school and often played together in the afternoons. David was in the sixth grade and had moved into the neighborhood the summer before school started. Jim's mother had asked him not to spend so much time with David. Jim was only in the fifth grade and David seemed so much older. But most of all, she thought David's manners were very poor. Unfortunately, though, Jim's mother didn't get home until nearly six each day and even later when traffic was heavy. She had had to go to work since his father had left them, so there was no one at home when he got out of school. The lady next door was supposed to watch out for him, but she had small children, and didn't seem to notice when Jim didn't come in on time. He'd been late several times; each time a little later than before. After all, he wasn't a baby. David could stay out and Jim decided that he wasn't going to be called a sissy anymore ... Neither by David, nor by anyone else.

One afternoon, coming home from school, kicking rocks and an occasional tin can, David was complaining about his problem. He had cracked his baseball bat the other day, his glove was in pretty bad shape, and he was being punished for skipping school. So he knew he'd better not ask for any money now. The more he thought about it, the sorrier he felt for himself. Soon they were passing the Wilson's home. David had an idea. They knew Mrs. Wilson had taken Joe and his brother to get new sneakers. Joe had told them so at lunch. They knew that Mrs. Wilson kept a jar with change in it on the shelf over the stove. Hadn't they seen Joe get lunch money from that very jar? Mightn't there be other money there, too? Let's go see!

This was going a bit far for Jim, but as soon as he disagreed, David began making fun of him and calling him all sorts of names. Jim couldn't take it. David was his best friend. He couldn't let him down. He knew what his mother would say. He knew that what he was going to do was wrong, but, well, maybe he wouldn't get caught.

David led Jim around the house to the back door. It was a jalousie door and David had no trouble removing several panes. Jim had to admire David. Who else could have opened the door so quickly? Upon seeing the door actually swing open, all of Jim's misgivings came back. One of the hardest things he'd ever done in his young life was to take the first step over that threshold. Once in, he gained courage. David grabbed the money jar, emptied it into his pockets, and then the boys began rummaging through the house. They were so intent on what they were doing, neither boy heard the automobile drive up. What was that? A car door slamming? The boys both ran toward the front door. As they reached the door, it opened and in walked Mrs. Wilson.

The police were called. When the officer came, he took the boys to the Public Safety Department. The boys' parents were notified and immediately came to the station. The officer talked to both of the boys' parents and released Jim and David into the custody of their parents. This was not the end. The boys and their parents would be notified to appear before a judge for a hearing.

Discussion

1. How do you think Jim felt?

2. How do you think David felt?

3. Why do you suppose Jim went with David even though he didn't want to?

4. If you were Mr. Wilson, what would you have done?

5. What did the boys do that was wrong?

6. Why were their actions wrong?

7. Can you tell how Jim could have prevented this from happening?

8. What do you think should happen to David? To Jim?

9. Should each boy receive the same punishment? Why?

10. How do you suppose Jim's mother felt?

11. How do you suppose Jim felt toward David now?

Disposition

The boys and their parents met with Judge Harvey in his chambers. He had checked with the Juvenile Court Records and found that Jim had never been in trouble before, but that David had. Once David had stolen a bicycle and once he had been caught stealing from a store. As a result of these findings, Jim was allowed to go home with his mother, but would meet with a worker from Youth Services each month. David was sent to Youth Hall because of his previous record.

1. Why do you think each boy was treated in a different manner?

2. Why will Jim have monthly meetings with the worker from Youth Services?

3. What lasting effects do you think the decision will have on each boy?

Protection

Sometimes the words, "Give me" can get you into a great deal of trouble. This is the case of a boy named John, age 12. Each day he was driven to school by his mother and let off at the corner. As soon as she drove off, he would turn and walk in the wrong direction, away from school. As it was, John was absent from his classroom for a total of 36 days. This fact prompted action on the part of the visiting teacher. She investigated the home situation and found that John was an only child. When he was younger he had been critically ill and throughout a long convalescence, had been pampered and given his own way. As a result, John had grown into a stubborn, self-centered boy and had difficulty in getting along with his classmates. His mother was not aware of his school absences. She came home from work shortly after John came home from school. Because of this, he had been able to dispose of the notices of absence that the school had mailed to his home. Action was taken, and he was suspended from school.

Before and after his suspension, he would wait at a busy crossing. As the younger children would pass on their way to school, he would approach them and shout, "Give me your money! Give it to me quickly, or I'll beat you up. Hurry up and give it to me!" After many children had been approached in this way, one finally ran home and told his mother. She immediately called the police and within five minutes an officer was knocking on the door. He questioned the child and was given a good description of John and the exact location where the children had been accosted. The officer was very glad to get such useful information. This would help him do his job and find the boy who yelled "Give me!". The police officer thanked the mother and child for their cooperation and was back in his patrol car, ready to search the area, when a bulletin was issued for a boy who was missing. After hearing the descriptive message on his radio, the officer thought it sounded very much like the boy for whom he was looking... A boy, age 12 had been reported missing by his mother.

The officer circled the block several times and found the boy who fit both descriptions. He stopped and asked the lonesome-looking fellow if he could help. Suddenly the youngster shouted, "No! Get out of here! Leave me alone! I haven't done anything!" At the station he continued the belligerant and hostile attitude, saying, "Just go ahead punish me. I'm big enough to take it!"

After the boy had been identified both as "John" and as the boy who had been reported missing, he was taken to Youth Hall. His parents were notified and he remained in Youth Hall until his hearing.

At the hearing, it was learned that this was not his first offense. Other records indicated that he never listened or behaved at home or in school. He didn't want anyone, especially adults to tell him what to do. If he couldn't get his way, he would act like a small child, showing anger and destroying property around him.

While at Youth Hall, many tests were given. These tests showed that John had the ability to be a good student, but when school work was involved, he would give up too quickly, or not try at all.

Discussion

1. What are some of the possible reasons why John acted as he did?

2. How do you think the children he threatened felt?

3. What do you think the judge decided?

4. What would you have done if he had demanded money from you?

5. How do you think the boy felt?

6. Does he know right from wrong? (State reasons)

7. Do you think he can learn right from wrong? Why?

Actual Disposition

The judge felt that this boy had serious problems and should be helped by special people. He was sent to Kendall for special help. It was also decided that if, after his release, he could not behave himself and reappeared in juvenile court, the judge would have no choice but to send him to the State Correction School.

Assault and Battery

The bell rang and school was out for the day. I walked across the field and out the far gate and headed toward home. I wanted to avoid Kathy. She was in the classroom next door, and had been bothering me all week long about my new haircut. If she said anything more, I just knew I'd really lose my temper. Mother had cut my bangs too short and I hated them, but that was no excuse for this girl to call me names. I was a block away from school and suddenly there she was! She stepped out from behind a tree, and the names began again. I marched up to her and yelled at her to stop. "What's the matter?" she shouted back. I began swinging wildly and caught her in the side, nearly knocking her off her feet. Then suddenly she was all over me and we were rolling on the ground. I managed to get away and I ran for home.

My father was there when I arrived. "Where have you been? Look at yourself!"he shouted. My dad gets rather excided about fighting, so I told him this girl had waited for me after school, beat me up, and tore my dress. My father was quite angered by this, and immediately called the police. This pleased me because it would surely show that girl that she'd better not fool around with me again. The police promised to send an officer right away.

After a few moments, my dad calmed down and started asking about the fight. How had it started? Was anyone else in it? You know the questions. When I explained about the name-calling, he seemed to understand. But when I let it slip that I had hit her first, he became a little excited again. He doesn't believe in fighting at all and the thought of girls being involved in a fight was just too much for him.

Discussion

1. What had each girl done that was wrong?
2. What do you think the officer did when he arrived?
3. What do you think he asked the girl?
4. What do you think she told him?
5. Do you think the other girl was questioned? Why or why not?
6. How could the school be involved to help these girls?

Actual Disposition

By the time the officer arrived, the father had surmised that both girls were equally at fault. The parents of the other girl were notified and they came with their daughter to talk with the officer. Both girls were given a stern lecture by him. The following day he met with the school principal and the two girls and further discussed the situation.

1. What could have been done to prevent this from ever happening?

2. If you were the principal, what would you say to Kathy? To the other girl?

COURTROOM PROCEDURE

OBJECTIVE

To give students an opportunity to role-play a case by starting with a minimum of roles: judge, plaintiff, and defendant.

PROCEDURE

Divide the class into groups of three. Give each group a copy of the 3 pages, "Pro-Se Court". Have the group decide on roles: judge, plaintiff, or defendant.

Have the students role-play the situations. The judge may ask questions. The plaintiff speaks first, then the defendant.

(In Pro-Se Courts, rules of evidence are broken down to common sense and procedure is kept to a minimum.)

The judge makes his/her decision. Have the judge explain his/her decision to the class.

Discussion

1. Which is the most difficult role to play? Why?
2. How well did the students play their roles?
3. What were the issues in the cases?
4. Were the decisions fair?

Possible Decision Case #1: From the facts, it appears the Plaintiff had agreed to babysit for 50 cents an hour. When he saw an additional child, he did not say he wanted more money. It was, therefore, unfair for the Plaintiff to demand the money after the fact. To give the 25 cents additional fee per hour would be unfair for the Defendant. Judgment for the Defendant.

Possible Decision Case #2: No. The bicycle repair shop cannot take unfair advantage of a customer. The Plaintiff-customer had placed limitation on what the shop could do. The shop cannot do more without consulting the customer. Since it was too late to return the bicycle in the condition in which it was brought in, the shop must give the bicycle with the new gear to the Plaintiff for $25.00. Judgment for the Plaintiff.

SECTION VI

COURTROOM PROCEDURE

PRO-SE COURT

In Pro-Se Court, there are three roles: Judge, Plaintiff, and Defendant.

Rules of evidence (what you can say and show) are broken down to common sense.

The plaintiff speaks first, then the defendant.

JUDGE: The judge must be sure both sides have an equal chance to present their cases. The judge must also decide if a law has been broken. If so, he/she must uphold the law.

PLAINTIFF: The plaintiff is the person who requests the court to hear the case. This person has accused another person (the defendant) of doing or not doing something which he thinks is not fair.

DEFENDANT: This person has been accused by the plaintiff. He/She has been summoned (called to court). He/She listens to the charge and then either tries to give reasons for his/her actions or tries to prove that the charge is untrue.

PRO-SE COURT

First Case

Facts:

1. Plaintiff is a babysitter.
2. Defendant is a parent.
3. The Plaintiff agreed to babysit for the Defendant's two children for 50 cents an hour. When the babysitter arrived, there was a third child, a cousin, present. Plaintiff said nothing about an increased rate, but demanded 75 cents an hour when the Defendant returned home two hours later. Plaintiff claimed the rate to be 25 cents per child. The Defendant refused to pay the additional 25 cents per hour. Plaintiff sued.

What is the issue?

_____

How do you decide? Judgment for the _____.

Why? _____

_____

_____

_____

_____

Second Case

Facts:

1. Plaintiff is the owner of a three-speed bicycle.
2. Defendant is the owner of a bicycle repair shop.
3. Plaintiff brought bicycle into the shop when the gears didn't shift properly. Plaintiff told Defendant to fix the gears as well as possible but not to do anything that cost more than $25. When Plaintiff came to pick up the bicycle, he found that the shop had installed brand new gears, and had sold his broken gear shift to a bicycle used parts company. The Defendant told Plaintiff that he owed $50. The Plaintiff told Defendant that he would pay $25 since that was the amount he had said was as high as he could go. The Defendant said he would not get the bicycle back until $50 was paid. Plaintiff sued.

What is the issue?

_____

How do you decide? Judgment for the _____.

Why? _____

_____

_____

_____

COURTROOM PROCEDURE

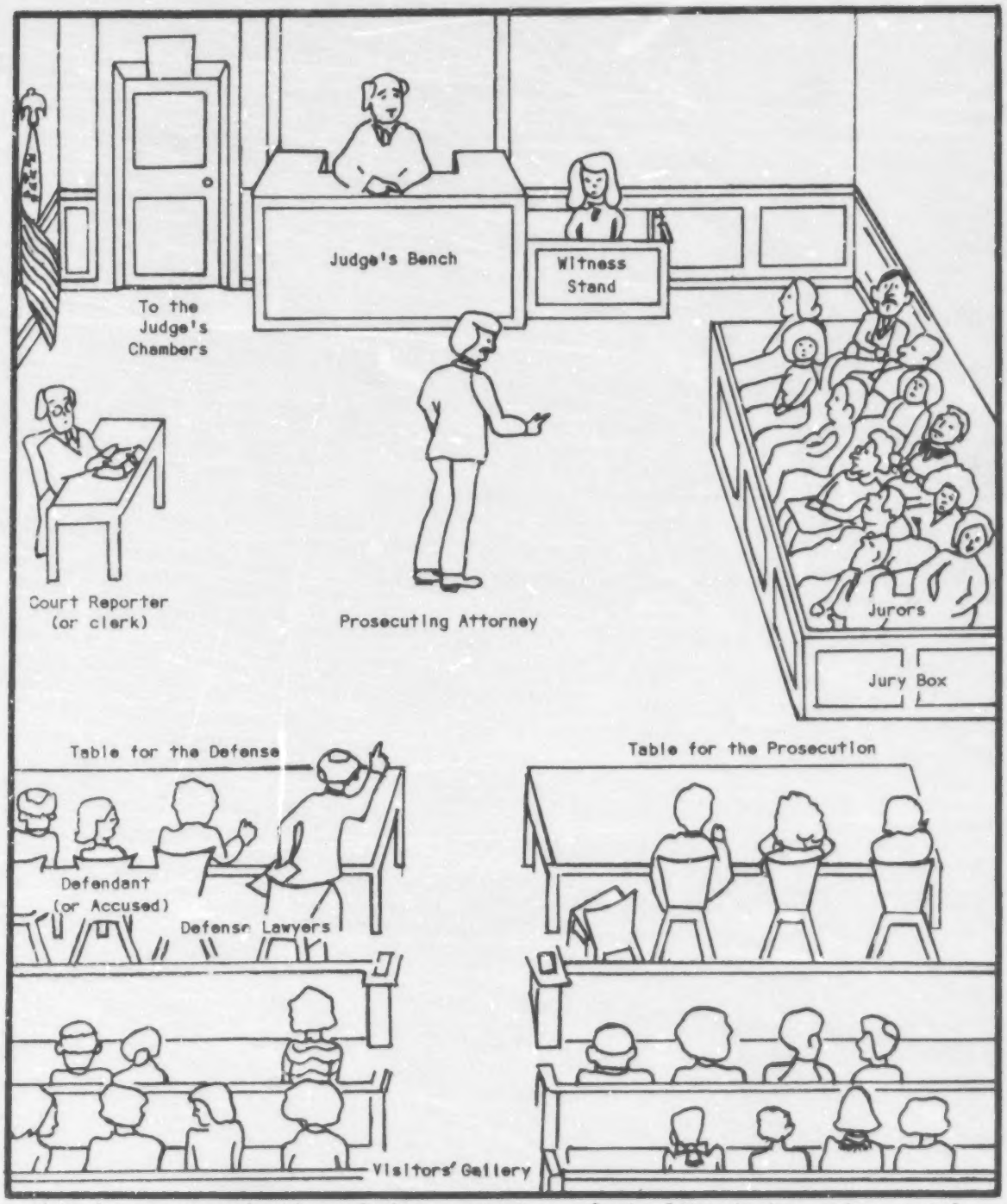
OBJECTIVE

To familiarize the students with the courtroom setting.

PROCEDURE

Duplicate the picture of the courtroom setting for your students, or make a transparency and conduct a class discussion about the courtroom setting.

SAMPLE COURTROOM SETTING*



This is an approximation of what a courtroom looks like during a jury trial.

*Source: Elementary Law Related Activities. A joint project of: The Devils Lake Public Schools, North Dakota Department of Public Instruction, State Bar Association of North Dakota, and North Dakota Combined Law Enforcement Council 1978.

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COURTROOM PROCEDURE

OBJECTIVE

To briefly familiarize students with a criminal trial process.

PROCEDURE

Assign parts and let your students read the script aloud as a "mock trial."

THE TRIAL OF GOLDILOCKS*

BAILIFF: All rise - The Honorable Judge _____ presiding.

JUDGE: The State versus Goldilocks. Is the prosecution ready?

DISTRICT ATTORNEY: We are, Your Honor.

JUDGE: Is the Defense ready?

DEFENSE ATTORNEY: We certainly are, Your Honor.

JUDGE: Very well, we may begin. The prosecution may now address the jury.

DISTRICT ATTORNEY: Ladies and gentlemen, you are here today to judge a matter of great importance. Breaking and entering a house is illegal. Not only did Goldilocks unlawfully enter a house but did damage to Papa Bear household. There is no doubt that she is guilty!

JUDGE: The Defense may now address the jury.

DEFENSE ATTORNEY: Guilty? Not a chance! This young girl was lost. Lost and scared. She entered a home to look for help. Yes, she was hundry. She had been in the woods for 40 days and 40 nights. It is not her fault they had cheap furniture. We shall prove beyond a shadow of a doubt that she is not guilty - NOT GUILTY.

JUDGE: The prosecution may call it's first witness.

DISTRICT ATTORNEY: The state calls Mama Bear.

BAILIFF: OATH: Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you God?

MAMA BEAR: I do!

BAILIFF: You may be seated.

DISTRICT ATTORNEY: Tell us in your own words what happened on the morning of October 12.

*Source: Elementary Law Related Activities. A joint project of: The Devils Lake Public Schools, North Dakota Department of Public Instruction, State Bar Association of North Dakota, and North Dakota Combined Law Enforcement Council 1978.

MAMA BEAR: Well, 485 years ago, Columbus discovered America.

DISTRICT ATTORNEY: No, no, October 12, 1977.

MAMA BEAR: I had made some oatmeal. It was too hot to eat -- so Granny, Papa, Baby and I went for a walk.

DISTRICT ATTORNEY: Where did you walk?

MAMA BEAR: In the woods.

DISTRICT ATTORNEY: How long were you gone?

MAMA BEAR: Three hours give or take a couple of hours.

DISTRICT ATTORNEY: What happened when you came home?

MAMA BEAR: We walked in the house - the oatmeal was eaten, the chairs were broken, and that freeloader was in bed.

DEFENSE ATTORNEY: Objection! She can't call my client a freeloader!

JUDGE: Objection sustained. Strike that from the record.

DISTRICT ATTORNEY: No further questions.

JUDGE: Does the Defense wish to cross examine?

DEFENSE ATTORNEY: No questions.

DISTRICT ATTORNEY: The State calls Granny Bear.

BAILIFF: OATH: Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you God?

GRANNY: I do.

BAILIFF: You may be seated.

DISTRICT ATTORNEY: Could you tell us what happened on the morning of October 12th?

GRANNY: Huh?

DISTRICT ATTORNEY: (Repeat, Louder)

GRANNY: Speak up, Sonny, speak up!

DISTRICT ATTORNEY: No questions; your witness!

DEFENSE ATTORNEY: How long have you lived with the Bear Family?

GRANNY: Huh?

DEFENSE ATTORNEY: (Compliment Granny - softly - repeat question)

GRANNY: 1 year, 2 months, 3 weeks, 5 days, 6 hours, 20 minutes and 15 seconds!

DEFENSE ATTORNEY: Do you have good furniture?

DISTRICT ATTORNEY: Objection! Objection! Objection!

JUDGE: Sustained! Sustained! Sustained!

DEFENSE ATTORNEY: Describe their furniture.

GRANNY: Cheap!

DEFENSE ATTORNEY: No further questions!

DISTRICT ATTORNEY: The State calls Baby Bear.

BAILIFF: OATH: Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you God?

BABY BEAR: I do.

BAILIFF: You may be seated.

DISTRICT ATTORNFY: What did you see when you returned from your walk?

BABY BEAR: Goo! Goo! Goo!

DEFENSE ATTORNEY: Objection! She can't even talk.

JUDGE: Dismiss that witness!

DISTRICT ATTORNEY: The State calls Papa Bear.

BAILIFF: OATH: Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you God?

PAPA BEAR: I do.

BAILIFF: You may be seated.

DISTRICT ATTORNEY: When you returned home from your walk what did you see when you went in your house?

PAPA BEAR: The oatmeal was eaten, the chairs were turned over, and Baby's chair was broken.

DISTRICT ATTORNEY: Continue.

PAPA BEAR: We went upstairs and found a girl in Baby's bed.

JURY: (Oooh!)

JUDGE: Order! Order in the court!

DISTRICT ATTORNEY: Would you point that girl out to us please? (Papa Bear points to Goldilocks) Thank you - No further questions. Your witness.

DEFENSE ATTORNEY: Upon finding Goldilocks, what did you do?

PAPA BEAR: I grabbed my rifle and tried to shoot her.

DEFENSE ATTORNEY: Could you please SHOW us what you did? (Hands rifle to Papa Bear).

PAPA BEAR: (Aims gun) "How does this thing work?"

(Jury falls to floor as gun is aimed at them)

DEFENSE ATTORNEY: No further questions!

DISTRICT ATTORNEY: The State rests!

DEFENSE ATTORNEY: The Defense calls it's only witness - Goldilocks.

BAILIFF: OATH: Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you God?

GOLDILOCKS: I do.

BAILIFF: You may be seated.

DEFENSE ATTORNEY: Tell us what happened.

GOLDILOCKS: I was lost and scared - I hadn't eaten for days - I came across this house in the woods - I could smell the oatmeal - I was so hungry (cries) - I walked upstairs to see if someone was home - I was so tired I fell into bed - the next thing I remember is 3 bears standing around me.

DEFENSE ATTORNEY: Thank you - that will be all.

DISTRICT ATTORNEY: No questions.

JUDGE: Ladies and gentlemen of the jury, you have heard the facts as presented here today! It is up TO YOU TO DECIDE WHETHER Goldilocks is guilty or not guilty. Be careful - be wise - be quick!

(Jury leaves)

(Jury comes back)

JUDGE: Have you reached a verdict?

FOREMAN: We have, Your Honor - We find the defendant GUILTY!

JUDGE: The defendant will please rise. The jury has found you guilty. You are sentenced to 30 days in jail.

Court dismissed.

SECTION VII

LAWS AND CUSTOMS OF OUR NEIGHBORS

LAWS AND CUSTOMS OF OUR NEIGHBORS

OBJECTIVE

To learn about the laws and customs of Indians in the Western Hemisphere.

PROCEDURE

The following pages may be reproduced for the student's use, or they may be read aloud by the teacher. Conducting class discussions for each section may be helpful to the students.

EXTENDED ACTIVITIES

1. Have the students write a report about a tribe of North American or South American Indians that may be of interest to them. This can be done on an individual basis or in groups.

2. Have the students read a book about an Indian tribe (or an individual Indian) and then give either a written or an oral book report.

THE ESKIMO

The Eskimo were the first inhabitants of the New World to be seen by Europeans. The Eskimo refer to themselves as inuit, which is simply the plural of inuk, meaning "man". The White man's name, Eskimo, was coined in 1611 by a Jesuit.

The Eskimo has inhabited a broad stretch of land which has circled nearly half the globe along the Arctic coast. Two common threads run through all Eskimo cultures. One is that the Eskimo tribes base their economy on hunting. The other is their adaptation to the harsh Arctic environment. During the winter the sun does not shine for weeks, and during the summer it never sets. Summer is the only time in which the daily temperatures rise above freezing, but it is also the season of biting flies. Since trees do not grow under such environmental conditions, the Eskimo must get his supply of wood from the drift wood that floats into the Arctic Ocean from the rivers.

Other evidences of the Eskimo adjustment to the environment are their igloos and clothing. The igloo, or snow house, is the best possible structure that can be built with the materials available. It is strong, easily constructed, and durable. Many Eskimo make their clothing so that the seams are waterproof. They have even devised a beater to remove snow from their fur clothing so that it will last longer.

Today, the life of the Eskimo has changed. Many Eskimo engage in commercial fishing while others work in fish-canning

factories. Yet despite these changes in their culture, the Eskimo have managed to maintain many traditions.

THE COMPOSITE BAND

Before the settlers came to North America, Canada was inhabited by Indians who belonged to two large language families, the Algonkian and the Athabaskan. Some bands of Indians who spoke Algonkian were the Micmac of New Brunswick and the Chippewa or Ojibway of Ontario. Those Indians who spoke Athabaskan included such bands as the Yellowknife, the Kaska, and the Beaver.

Despite the differences between the two language families, these Indian cultures had many things in common. They hunted a variety of mammals, fishes, and birds. After the French and British set up trading posts, though, the Indians began trapping in order to trade furs with the White man.

In 1780, the entire Indian population of Canada was almost eradicated by a single epidemic of smallpox. In addition to disease, the Indian population decreased because of warfare among Indian groups, starvation, and migration to other areas. Those Indians who survived ended their hostilities toward each other and formed a "composite band."

This composite band of Indians adapted to a life of trapping and trading furs with the White man. When the Indians sold their furs to a trading post, the entire band was represented by a headman, who was not only an outstanding hunter but who was also a sharp bargainer.

Even though this composite band of Indians traded as a group, they hunted individually. They each had their own

territory. Among these Indians the word trespass meant someone entering another's territory with the intent to obtain furs to sell. It was not considered trespassing if an Indian entered another family's territory to fish, collect berries, or to strip bark from trees for a canoe. Trespassing applied only to the taking of furs, which were items desired by the White trader.

THE IROQUOIS

At the time that the White man arrived in North America, the most powerful Indians in the region were centered in New York State. These Indians consisted of various bands that spoke dialects of the Iroquoian language. These Iroquois tribes were noted for the havoc they spread among the Algonkians of the Northeast as well as among other Indians to the south. By the seventeenth century after Indian warfare had increased, some Iroquois tribes consisted of adopted Algonkians and Hurons. The Hurons were also an Iroquoian-speaking people.

Even though the Iroquois engaged in war with other Indian tribes, they were a more settled people. Instead of wandering around the country, the Iroquois would settle in villages and cultivate fields of maize and other vegetables.

Five Iroquois tribes eventually banded together and created the League of Five Nations. In 1722, however, the Tuscarora were admitted, and the League of Six Nations was formed. The five original tribes were the Mohawk (the fiercest of the Iroquois), the Oneida, the Onondaga, the Cayuga, and the Seneca.

One Mohawk Indian who was highly influential in forming the League was named Hiawatha. The League, which was traditionally concerned with peace, acted in a similar way as the United Nations does today. The League did not deal

with the internal problems of the member tribes but solely with external affairs of war and peace. The League had a constitution which was orally transmitted, and it was guided by a group of leaders called the Council of Sachems.

THE AZTECS

The Aztecs were one of the most important Indian groups of the New World. Their tribal name was Mexica, but in time they took the name Aztec came from the word Aztlan (meaning "white land") which, according to their tradition, was the place the tribe originated. The empire of the Aztecs was equaled in the new world only by the empire of the Inca Indians in Peru.

The language of the Aztecs, called Nahua, is still spoken today by some Mexicans. The history of the Aztecs has come down to us through their language as well as through written records made by Spanish historians.

The Aztec empire began on a small island in Lake Texcoco. There they built the temple of their tribal war god, Huitzilopochtl (Hummingbird Wizard), and the first dwellings of their powerful city. They called their capital city Tenochtitlan (Place of the Cactus in the Rocks). Today, it is known as Mexico City, the capital of Mexico.

Under the leadership of their first three kings, the Aztecs waged war against surrounding tribes in the Valley of Mexico and conquered many of their enemies. During the reign of the fourth king, Itzcoatl, division among the tribe broke out. Finally, a Triple Alliance was formed, and the Aztecs once again dominated the Valley of Mexico as well as neighboring areas.

The Aztec empire reached its greatest glory and its defeat during the reign of its last and greatest king, Montezuma II

(correctly spelled Moctezuma). During the reign of this ninth emperor (1502-1520), the Aztec empire covered an area of central and southern Mexico from the Gulf of Mexico to the Pacific Ocean. It is also extremely probable that Aztec troops pushed as far south as Central America during this period.

Montezuma II organized the Aztec empire into provinces, and each province paid taxes according to the production of the region. A gigantic political, military and religious bureaucracy was developed. They had governors, tax collectors, courts of justice, military garrisons, and mail and messenger services. The political and social organizations in Tenochtitlan were complex and advanced for the time.

The Aztec empire, which lasted for one century (from the beginning of the 14th century to the beginning of the 15th century), thrived on the agriculture produced in the Valley of Mexico and on trade. The high productivity of the Valley of Mexico resulted from the cultivation and irrigation systems developed by the Aztecs. The products from different agricultural areas and those secured in trade from peoples far and near were sold in huge marketplaces in the capital. The people did not use money like we have today to purchase the goods. Instead they traded cacao beans, jade, turquoise, gold quills, or copper knives for the items they wanted.

The capital was divided into 20 sections called calpullis or clans. Each clan was made up of groups of families and each managed its own government with its own set of elected officials. Each clan also had its own priests, schools, and temples. The schools were called "houses of youth" and trained children in

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farming, arts and crafts, warfare, history, citizenship, and religious beliefs and practices.

Religion and its customs or laws was very important to the Aztecs. Young boys that were selected to become priests were sent to special schools. Girls that planned to become priestesses received their education and special training at boarding schools. The government leaders received the education of priests. This made the officers of the government also some of the most important leaders of their religion.

These leaders came from the different clans. One of the three top officers of each clan was selected to represent his clan on a council of state. This council in turn chose four of its members as executive officers of the nation. This group of four men selected and advised the rules of the empire. The ruler was called the Chief of Men. He also became the chief priest and was considered almost as powerful as the most important god.

The Chief of Men was carried about on a litter with a canopy of bright colored feathers. It was also decorated with gold, silver, pearls, and jade. He lived in a splendid palace of 100 rooms and was always shielded from view when he was eating. Persons that were permitted to speak to him about some matter had to remove their shoes and keep their eyes downcast.

The organized life of the Aztec came to an end in November, 1519 when Hernan Cortez invaded the capital city of Tenochtitlan. Montezuma did not even deal with Cortez aggressively because he felt that many unfavorable omens had occurred. In fact, Montezuma

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welcomed Cortez as a god. Cortez, however, made Montezuma his prisoner. An uprising against the Spaniards was led by Montezuma's brother, Cuitlahautzin. In an effort to divert the attack, Cortez forced Montezuma to address his people from the Spaniard's stronghold. The angry mob responded by showering Montezuma with stones and arrows. Shortly thereafter, Montezuma died, either from the wounds inflicted by the mob or at the hands of the Spaniards.

The Aztecs almost destroyed the Spaniards so Cortez and his men fled. They returned a year later and conquered the capital city. On August 13, 1521, the Spanish conquest was completed when Montezuma's nephew, Cuauhtemoc, surrendered to Cortez. The Spaniards destroyed the Aztec city and built anew upon its ruins.

THE INCAS

The Inca Indians were part of the Andean civilization which developed and flourished in South America from about the year 1200 to 1532. Their name is derived from the title given to their ruler, The Inca. Although the Incas had no system of writing, their history was passed along orally, and much of it was recorded by Spanish historians.

The rapid expansion of the Inca empire began with the ruler, Pachacutec, in 1438. He ruled until 1471, and then his son, Tupac Inca, continued building the empire from 1471 to 1493. Pachacutec defeated the Inca rivals to the west and north, and he also built up the Inca capital city of Cuzco. Tradition ascribes to him the city plan as well as the erection of many of the massive masonry buildings that still awe the visitor to this ancient capital city.

After Tupac Inca took over his father's role of ruler, he turned southward and defeated those people. At the height of the Inca empire in 1493, its territory extended from the present Columbia-Ecquador border to central Chile. This is an area equal to the combined countries of France, Belgium, the Netherlands, Luxembourg, Switzerland, and Italy. As with most great conquests in history, the Inca expansion was motivated by a thirst for power.

The way they conquered and ruled people has been studied by other nations. They used a mixture of persuasion, secret agreements, military threats and action. As soon as the people surrendered, the Incas set up dictatorial methods to control them. They moved troublesome people to remote places. Loyal people were

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settled among the ones not too pleased with the Inca rule.

Former rulers of the conquered people could take a special loyalty oath. If they did so, they could keep their wealth. They might also be appointed as regional officers. All the people, however, were forced to learn the Inca language, worship the Inca gods, and follow the Inca laws and customs.

The Inca owned and controlled all the land. They leased parts of it to the priests, other government officials, and a small portion to the commoners. A man and his family labored first on a temple plot. Then they worked on a government plot and finally on their own.

Careful records were kept on the number in each family and the condition of each member. The sick, crippled, needy, and victims of famines were fed from the government's supply of food. Those that were able to work were also drafted for military service or to work on a government construction project.

The conquest of this great Inca empire is one of the most amazing events of history. The conquest was made by Pizarro and 180 Spaniards in 1492. Two of the Emperor Huayna Capac's sons, Huascar and Atahualpa, were fighting over who would take the throne. Atahualpa ordered that his brother, Huascar, be killed. After Huascar was killed, Pizarro treacherously captured Atahualpa and held him for ransom. To secure his release, Atahualpa offered to pay the most fabulous ransom in recorded history. He pointed to a place about eight feet up the wall of the room where he was being held. Atahualpa promised Pizarro he would fill the

room to that height with various objects of gold. He also pledged to fill another room twice over with silver.

After the ransom had been paid, Pizarro accused the Inca of plotting against him. Atahualpa was then murdered. Without their leader, the Indian empire was helpless before the Spanish. Three years passed before they could organize an effective opposition. By that time it was too late. The well established Spanish put down the revolt. A large number of the Incas retreated to a region deep in the interior. It was a place that was very difficult to reach. They thought they would be safe there. This new kingdom lasted for a number of years. But in 1572 it too was destroyed, and the Indian power was ended everywhere in that area.

LAWS AND CUSTOMS OF OUR NEIGHBORS

OBJECTIVE

To learn about the governments of our neighbors, Canada and Mexico.

PROCEDURE

The following pages may be reproduced for the student's use, or they may be read aloud by the teacher and discussed.

The chart, Comparison of Governments, which follows the information on Canada and Mexico can be used after a study of the two countries and their relationship to the United States.

CANADA'S GOVERNMENT TODAY

Canada is one of the self-governing nations of the Commonwealth of Nations. Canada's government is based on a federal constitution with each of its ten provinces having a constitution also. The country, although divided into provinces, has a federal capital, which is Ottawa. The provincial capitals are: Alberta - Edmonton; British Columbia - Victoria; Manitoba - Winnipeg; New Brunswick - Fredericton; Newfoundland - St. John's; Nova Scotia - Halifax; Prince Edward Island - Charlottetown; Ontario - Toronto; Quebec - Quebec; and Saskatchewan - Regina.

The federal Parliament has exclusive legislative authority in such matters as the regulation of trade and commerce, defense, navigation and shipping, and banking and currency. The federal government also has unlimited taxing powers.

The provinces have exclusive control over such matters as education, municipal government, property, licenses, and civil rights within the province. They also have limited taxing power.

Executive Branch

Formal executive power rests in the hands of the queen, who is represented by the governor-general for a five-year term. The governor-general exercises such official authority as summoning and dissolving Parliament, and giving royal assent to bills passed by Parliament. The governor-general, however, acts only on the advice of the Canadian prime minister and his Cabinet. The active executive authority rests in the Cabinet, which is selected by the prime minister from among his followers in the

House of Commons. The prime minister may select a member of the Senate to hold a Cabinet position, but usually not more than one member is so chosen. The prime minister is normally the leader of the political party holding the most seats in Parliament, and in all cases he must be able to command the support of a majority in the House. The prime minister serves a term of not more than five years, and he may serve more than one term.

Legislative Branch

The federal legislature has two chambers: a Senate numbering 102 members and a House of Commons numbering 264 members. The Senate members are appointed by the governor-general in council while the members of the House of Commons are elected by the people for the duration of Parliament, which may not be longer than five years. Senators are appointed for life.

In the provinces, the crown is represented by a lieutenant governor, appointed by the federal government. The lieutenant governor is advised by an executive council composed of a premier and a varying number of ministers, all of whom sit in the legislature.

In nine of the ten provinces, the legislature is composed of only one chamber called a legislative assembly. The members are elected by the people for a term of not more than five years.

Only Quebec has two chambers in its legislature. In addition to the legislative assembly, Quebec has a legislative council. The legislative council is composed of nominees (for life) of the provincial government.

Judicial Branch

Canada has a single system of courts to enforce both federal and provincial law. The administration of justice comes within the jurisdiction of the provincial legislatures with the exception that the criminal law comes under the jurisdiction of the federal Parliament. The judges of the provincial courts are appointed by the federal government, and are removable only by the governor-general or by a formal petition made by the Senate and the House of Commons. Canada's Supreme Court, established in 1875, is the nation's highest tribunal. Its justices are appointed, and all judges must retire at age 75. Police magistrates and the officials of special courts, such as juvenile courts, are appointed by the provincial governments.

The Royal Canadian Mounted Police (RCMP) is a federal force charged with the enforcement of federal legislation. The provinces may maintain a provincial police force, and Ontario and Quebec do so, but all the other provinces hire the services of the RCMP to carry out provincial police duties. Municipalities may also employ their own police force, and most of the larger cities do so, but in many of the smaller communities, outside of Ontario and Quebec, the RCMP are also employed to carry out municipal police duties.

There is no police force in the United States exactly like the Mounties. They not only fight against many kinds of crime, but they enforce laws that protect wild birds. They also guard the rights of Indians, prevent illegal trade in drugs, and do secret work that in the United States is done by the Federal Bureau of Investigation (FBI) and the Central Intelligence Agency (CIA).

Mexico is governed by the political constitution that resulted from the Mexican revolution of 1910. The constitution provides for national executive, legislative and judicial branches to govern the nation, and for a federal republic of sovereign states. This federal republic is divided into 29 states, each with a constitution modeled on the national one. The federal district, in which the national capital, Mexico City, is located, and two national territories are administered by the national government.

Executive Branch

The executive powers rest with the president, who stands as leader of the dominant party of congress. The president is given extensive control over foreign affairs, and he appoints and removes judges and grants pardons. In Mexico, the symbol of the family is strong, and the president is popularly regarded as the father of the national family. The qualifications for president are to be a native-born citizen, the son of Mexicans by birth, and at least 35 years old. The presidential term of office is six years, and the president may not be reelected.

Legislative Branch

The Congress has two houses, the Senate and the Chamber of Deputies. Two senators are chosen by each state and two by the Federal District, and serve, like the President, for one six-year term. There is no provision for staggered terms, and all senators retire at the same time. The deputies are elected for three

years on a popular basis by the states and the Federal District. Congressional candidates must be of Mexican birth and must have reached the age of 25 for deputies and 35 for senators. Congress is in session annually from September 1 to December 31. A permanent committee of 15 deputies and 14 senators serves during the congressional recess and approves certain presidential requests.

Judicial Branch

The federal judiciary is headed by a supreme court of 21 magistrates who are appointed for life by the president with the approval of the senate. The supreme court has judicial and administrative jurisdiction over inferior courts. It also appoints judges to the six three-member circuit courts and to the 47 one-judge district courts.

The constitution provides for no special courts other than military courts. However, specialized tribunals, including a tax court and boards of arbitration which deal with labor disputes, have been created by statute. Each state, as well as the federal district, has its own court system.

COMPARISON OF GOVERNMENTS

	United States	Canada	Mexico
1. Type of government:			
2. The country is divided into areas called _____.			
3. How many of these areas are there?			
4. Number of branches of government:			
5. Names of branches:			
6. Title of head of state:			
7. Length of term:			
8. Can head of state be reelected?			
9. Number of houses in congress:			
10. Name of congressional houses:			
11. Name of federal capital:			
12. Single or dual court system:			
13. On federal court level, are justices elected or appointed?			

COMPARISON GOVERNMENTS

(Answer Key)

	United States	Canada	Mexico
1. Type of government:	Federal republic	Self-governing nation of the Commonwealth of Nations	Federal republic
2. The country is divided into areas called _____.	States	Provinces	States
3. How many of these areas are there?	50	10	29
4. Number of branches of government:	3	3	3
5. Names of branches:	1. Executive 2. Legislative 3. Judicial	1. Executive 2. Legislative 3. Judicial	1. Executive 2. Legislative 3. Judicial
6. Title of head of state:	President	Prime Minister	President
7. Length of term:	4 years	up to 5 years	6 years
8. Can head of state be reelected?	yes - only one time in succession	yes	no
9. Number of houses in congress:	2	2	2
10. Name of congressional houses:	1. Senate 2. House of Representatives	1. Senate 2. House of Commons	1. Senate 2. Chamber of Deputies
11. Name of federal capital:	Washington, D.C.	Ottawa	Mexico City
12. Single or dual court system:	Dual	Single	Dual
13. On federal court level, are justices elected or appointed?	Appointed	Appointed	Appointed

EVALUATION SHEET

Grades 5-6

To determine the usefulness of this Supplemental Materials Packet, the teacher is requested to answer and return this questionnaire. Your comments will be greatly appreciated.

1. What is your evaluation of this Packet?
   ( ) Excellent ( ) Above Average ( ) Average ( ) Poor

2. Does this Packet contain useful information?
   ( ) yes ( ) no

3. Does this Packet provide helpful suggestions and activities?
   ( ) yes ( ) no

4. Can the information and activities in this Packet easily be incorporated into your existing curriculum?
   ( ) yes ( ) no

5. How can this Packet be improved? (please specify, e.g. structure/organization, content/coverage, writing style, other). Use additional sheet.

6. If you have specific information/suggestions/activities that you feel would benefit other teachers, please attach to this evaluation sheet.

7. Please complete:

   Name: _____(optional)

   School: _____

   School Address: _____

   _____

   Telephone: ( ) _____

   Grades Taught: _____

   Years Taught: _____

8. Mail to:
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   Attn: Julie Young
   817 South Court Street
   Montgomery, AL 36130

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